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ABSTRACT

This report discusses the recruitment, training, and development of management teachers in the United Kingdom. Chapter 1 presents a summary of the main recommendations. Chapter 2 presents the scope of this report, the scope of a report that is to follow, and a definition of management teachers. Chapter 3 deals with management education at present in the universities, the polytechnics, the colleges of further education, and the independent centers. Chapter 4 examines current trends, including the convergence of teaching, fieldwork, and research; and the emergence of professionalism among the staff. Chapter 5 discusses the need to encourage management teachers to experiment and be sensitive to change, as well as to avoid fragmentation of activities. Chapter 6 deals with the changing roles of management teachers; chapter 7 examines present recruitment, training, and development of management teachers; chapter 8 discusses a future pattern for management teacher development; and chapter 9 deals with costs and finances. (AF)

First report on the supply of teachers for management education

Management education, training and development committee

ED054744

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National Economic Development Office

September 1970

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Preface

This is the first report of the NEDC Management Education, Training and Development Committee on the supply of teachers for management education. The Committee sees the supply of teachers of appropriate quality as a key determinant in the expansion of management education demanded for the future. The report deals in particular with qualitative questions relating to the recruitment, training and development of teachers.

The Committee intends to prepare a second report at a later date which will take into account the findings of a research project into the supply of management teachers which is being carried out by the Higher Education Research Unit of the London School of Economics.

The Committee, whilst making the recommendations in the report, recognises that discussion of the report may lead to changes of emphasis and the development of new proposals. Such further ideas will be taken into account in the second report; meanwhile, as the situation warrants urgent consideration and action it is to be hoped that those who are in a position to do so will act accordingly.

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Membership of the Management Teacher Panel

This report was prepared for the Management Education, Training and Development Committee by the Management Teacher Panel of its Assessment of Needs Working Party. The Panel was constituted as follows:

Chairman: Mr P F Nind	Foundation for Management Education
Mr A S Gann	Department of Education and Science
Mr J C G Halley	NEDO
Mrs D Jones	London School of Economics
Mr P R Mitton	McKinsey and Company Inc
Prof J F Morris	Manchester Business School
Mr D S Mumford	ICI Limited
Prof R E Thomas	Bath University of Technology
Rev Dr G Tolley	Sheffield Polytechnic
Secretary: Mr R Thorn	NEDO

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1 A summary of the main recommendations

This report on the recruitment, training and development of management teachers in the UK has been prepared by the Management Education, Training and Development Committee (para 1).

A second report is to be prepared later, on, among other matters, the quantitative aspects of teacher supply (para 2).

A The argument

The growth of management education

A substantial expansion in management education is demanded in the period 1970–1975; the supply of teachers of appropriate quality is a key determinant in any such expansion (para 1)

Trends in teacher requirements and the training implications

Although institutions differ in their range of activities, kinds of work and interests, many of the basic teacher requirements are substantially the same, whatever their institution (para 3).

A professionalism is emerging among management teachers, with the growing convergence of teaching, fieldwork (including consultancy) and research (para 14).

With the trend towards inter-disciplinary courses and programmes much of a teacher's value lies in the extent to which he can combine with his colleagues in an integrative team (para 17).

The changes in teaching methods require flexibility and sensitivity on the part of teaching staff (para 18).

The problem of teacher supply is not only a question of the training and development of new staff; it is also essential to consider the in-service training and development of existing staff, to equip them to fulfil their changing roles (para 23).

A management teacher must be conversant with the range of teaching techniques available to him; he must also be aware of learning processes (para 33).

The primary need is for more teachers with a knowledge in depth of the complex problems of management (para 43).

The emphasis in teacher training must lie in the integrated study of management as a whole, as opposed to the development of specific subjects or subject clusters (para 45).

B The main recommendations

Teacher development

Teachers should be given the opportunities to increase their insight into managers' problems. Here success will depend significantly on the extent to which the best teaching methods are combined with research and fieldwork activities (para 44).

Management centres should be encouraged to evolve staff development policies based on the current and future demands of the teaching task. Such policies should take into account the need for: existing teachers to update their knowledge; teachers to appraise critically teaching methods and course objectives; and the development of the initial and in-service training of new teachers (para 46).

Teacher training

a) *Priorities for action for the longer term*

The capacity and number of doctoral programmes designed for management teachers need to be

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increased and the right conditions need to be created to permit an increase in the number of teachers with a one-year qualification in management studies (paras 47–51).

b) *Priorities for action for the shorter term*
Major centres must give a lead in developing in-service training. Consideration should be given to the formation of at least two research and development units, one in a university business school and the other in a polytechnic. Encouragement should be given to joint ventures by groups of staff having special interests to develop workshops and seminars. In addition, by one or other of these means, provision should be made for a number of activities:

i The development of a three-month programme for established teachers

ii The establishment of a range of shorter, updating courses of up to one month in duration

iii The development of workshops and resource groups covering subject areas and clusters of subjects and the organisation of related conferences, seminars and other activities (paras 52–55).

Costs and finance
The Government should accept a general responsibility for ensuring that adequate financial resources are available for the training and development of management teachers (para 58).

In the nature of the system however funds will come from a number of sources, and be deployed through different channels such as the University Grants Committee (UGC), the Social Science Research Council (SSRC) and the local education authorities. There is a need for co-ordination to ensure that resources are best used; and in particular we would hope that the proposed Management Studies Board of the SSRC would be ready to play an important part (para 59).

Sufficient funds should be made available to enable at least ten teachers to study overseas in any one academic year where there is a recognized shortage of adequately qualified teachers, such as exists at present in the field of marketing (para 61).

Financial support is required to enable potential teachers to pursue a course of study, and fellowships should be created to enable more experienced people to enter teaching (para 61).

A crude estimate of the costs that would be incurred by implementing the proposals outlined in this report would be £200,000 pa, plus an amount for the support of new teachers on suitable courses (para 62).

2 Introduction

This first report

1 The Management Education, Training and Development (METD) Committee through the Working Party on the Assessment of Needs has initiated this assessment of the qualitative aspects of the supply of teachers for management education to supplement the quantitative study being undertaken by the Higher Education Research Unit of the London School of Economics and Political Science (LSE). This report starts from two basic assumptions, that there is to be a substantial expansion in management education in the period 1970–75, as advocated in the METD Committee's report to NEDC*, and that the supply of teachers of appropriate quality is a key constraint on any such expansion. Due account has been taken of the other NEDO-sponsored studies in progress, of the reports and deliberations of other groups, both within the orbit of the METD Committee and elsewhere. In particular there has been a close liaison with the LSE study under the direction of Mrs D Jones. In preparing this report the Committee has also been greatly assisted by a participant from the Department of Education and Science; it should however be noted that the Department itself is reserving its position on the conclusions and recommendations.

A second report to follow

2 This report is intended to cover some of the qualitative factors relevant to the training and development of management teachers. It does not therefore attempt to examine a number of issues which are also highly relevant. Amongst these for example are:

i The conditions of employment of teachers

ii Levels and methods of payment, including the place of earnings from consultancy

iii The appropriate ratios of senior to junior staff

iv The appropriate ratios of staff to students

v The working conditions of teachers, eg secretarial facilities, libraries, standard of classrooms and accommodation, etc.

Similarly the report does not, except in a limited sense, attempt to analyse the situation in quantitative terms. Such an analysis will, along with consideration of some of the above issues, form part of a second report which will be prepared when the full results of the research programme being carried out by the LSE are available.

Definition of teachers

3 In this report management 'teachers' are defined as members of the full time staffs of universities, polytechnics, colleges of further education, independent centres and staff colleges, and of particular industries or firms, whose primary function is concerned with management education, whatever their precise role or method of operation. The traditional term 'teacher' is only appropriate as a general description for purposes of discussion; the precise activities may range from tutorial work, research, fieldwork and consultancy to more traditional types of formal teaching. Furthermore, although the different types of institutions differ in their range of activities, kinds of work and interests, many of the basic characteristics required of teachers are substantially the same, whatever their institution.

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* First report of the Management Education, Training and Development Committee to the National Economic Development Council (NEDC), July 1969.

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3 The current scene

4 The rapid expansion of management education has two origins. On the one hand there is the recognition by aspirants to careers in management and by the institutions of higher education that this is an important and challenging area for further study; this has led to the rapid development of undergraduate and postgraduate work in many universities and polytechnics. On the other hand, there is a rising demand from all kinds of organisations for management education of many types and covering a much wider age range than is common in most other forms of education.

The universities

5 The universities, including the London and Manchester Business Schools, in most cases place postgraduate courses of up to two years length at the core of their activities. This must be seen in the context of a growing volume of undergraduate teaching, not only on new courses in business studies or management sciences but also on engineering and other courses. Several universities are also concentrating considerable effort on post-experience courses, which are often as demanding in terms of teaching resources as postgraduate work. Some universities, in addition to their own work, contribute to courses in colleges of further education, the independent centres and to many industry-based staff colleges. Research and its role in the development of future staff and ideas in the field of management education is a distinctive feature of the universities which must be regarded as of great long-term importance.

6 The principal problems within the universities are seen as those of resource allocation, the extent to which there has to be some degree of operational conformity with other departments, and questions of organisation. On the one hand the separation of the business school so as to prevent it being dominated by some faculty or other major unit is seen as a source of strength and freedom to act. On the other hand it can be argued that if management studies are to be integrated into university teaching then such autonomy could lead to isolation.

7 At the present time when there are strong pressures on the universities for greater economy and on university lecturers to fulfil a wide range of external assignments, eg as consultants, most centres are preoccupied with their problems of internal development.

The polytechnics and colleges of further education

8 As already indicated the polytechnics have, at least at this stage in their evolution, the widest spread of management courses, and with the colleges of further education they provide the largest volume of post-experience courses of any type of institution. These range from essentially information-giving activities on short courses, conferences and part time classes to the Diploma in Management Studies (DMS) and possibly in the future to the Council for National Academic Awards (CNAA) master's degree programmes at a few polytechnics. The teachers are also expected to make a significant contribution to the staffing of courses at industrial staff colleges. At one end of the scale therefore, there is a distinct need for teachers in a largely information-giving role. But at the other the DMS, CNAA master's degree and some post-experience courses the need for teachers is directly parallel to that of the universities. Internally the new organisational structures of the polytechnics pose similar problems to those already referred to in universities.

9 The polytechnics and the colleges are subject to central academic monitoring bodies, notably the CNAA and the Committees for the Diploma in Management Studies. In so far as these bodies encourage a flexible approach as well as academic rigour in their respective fields then there is only a problem of how far teachers realise that this is the case and act accordingly.

10 In addition to their own work the polytechnics have a special role to play in support of other colleges through joint schemes such as have been developed for the Diploma in Management Studies. This is now being associated with proposals for the development of 'regional growth points' within the further education system as a whole. Whether the system will converge in this way or whether the stronger colleges will develop an isolated and elitist attitude remains to be seen. The scope for research in the polytechnics has yet to be established.

The independent centres

11 The independent centres, notably Henley and Ashridge, operate exclusively in the post-experience field. Yet their activities now include research programmes some of which are undertaken jointly with universities. Their staffing requirements are therefore in many respects similar to the universities and the polytechnics, with perhaps a need to be more immediately acceptable to post-experience students and their employers on whom they depend almost entirely for financial support.

12 The staff colleges in industry, whether serving an entire industry or a single industrial concern, have a wider range of post-experience activities than even the independent colleges. While the larger units such as Ashorne Hill (related to the steel industry) have staffs comparable in number and background to a university centre, the majority each have a small directing staff which is then supplemented by visiting staff from universities, colleges, independent teachers, and by managers and specialists from the industry concerned.

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4 Current trends

13 As we have seen the management teaching centres themselves are diverse in origin, structure and emphasis. The range extends from universities and polytechnics through the colleges of further education to the independent centres, the training centres of consultants and the staff colleges of particular industries and firms. Yet within this diversity there are three common elements:

i There is much common ground in what they are attempting to do and in their requirements as regards staff

ii There is the emergence of professionalism among their staff as the opportunities for movement accelerate not only between centres in this country, but internationally

iii There is the influence of elite institutions, both here and abroad, having teaching and research activities that attract attention in a field of education which is remarkable for the extent of experiment and change.

The convergence of teaching, fieldwork and research

14 This professionalism with its emphasis on entrance qualifications, codes of conduct and ideas on the appropriateness of various activities is concurrent with the emergence of new relationships between institutions and client organisations, between staff members in different types of institutions and between staff members engaged in different forms of activity. There is a growing convergence of teaching, fieldwork (including consultancy) and research through involvement in organisational problem-solving activities, whether as features of 'courses' in centres or as field research in organisations. This convergence, when coupled to the trends in the design and conduct of courses, poses new challenges to the knowledge, skill and flexibility of the teacher.

15 This closer involvement of the teaching centres in the management development activities of companies and organisations is shown by the development of new field educational programmes and by the establishment of a chair in management development at the Manchester Business School. There are also many collaborative projects to develop particular topics or to explore common issues. It would seem that a partnership between the institutions and their users is developing and that ideas and innovations, which are essential to management education, will increasingly come from this partnership.

Government influence

16 While this is especially evident in post-experience activities which generate resources for as well as pressures upon centres, the hard fact remains that government, through the provision of funds for centres, students, research and for teachers, exerts a basic influence on management education.

5 Management teachers

17 In the field of management education the boundaries which at one time would be drawn around different types of activities or institutions are breaking down. But while there are differences in the specific activities of types of institutions many of the basic characteristics required of their staff are substantially the same. In particular they should be inter-disciplinary in function; whilst each teacher must start from one or a restricted group of disciplines, much of his value in a management centre lies in the extent to which he combines with his colleagues in the learning situations which exist. Such inter-disciplinary work takes many forms and each demands a variety of skills. Several such forms may be operative concurrently in any one centre.

Experiment and change

18 One of the outstanding features of this field of education is the extent of experiment and change. Examination of the published content of programmes reveals striking evidence of the changes that have occurred over the last ten years, let alone a longer period. There is an increasing awareness of the evolution of the learning situations arising from the use of a wide range of activities in management education programmes. The earlier concern with developing more participative methods of teaching has been succeeded by the extended use of projects and by much more concern for the use of research methods appropriate to management problems. This is not, however, to deny the more traditional emphasis on subject development. Indeed one of the fascinating features of management education is the way in which new integrations of subjects have come about, leading to new areas of specialised study. All this points to a need for flexibility and sensitivity to change among the academic staff in this field.

19 Whatever the type of institution there seems to be much common ground between them on these points, so that one might expect a natural convergence of interest and concentration of effort. Such an optimistic view must be countered by a recognition of the very powerful forces that make for fragmentation of activity. Foremost among these is the pressure for institutionalisation followed closely by aspects of professionalism and by rigidities among the teachers themselves.

Fragmentation of activities

20 Throughout the system there is not only an element of competition between institutions but also a strong tendency to elitism. The staff of a given centre are not only concerned to promote the image and interests of that institution, but in so doing two features are soon evident; a tendency to avoid contamination by 'lower level' work which may lead to a neglect of important sectors, and a reluctance to engage in joint activities unless these are prestigious. These features are present in more than one kind of institution and are often accentuated by the pressures of the controlling mechanisms relating to such institutions. Thus the polytechnics have a difficult role, being established on the one hand to do 'advanced' work, while retaining and being very effective over a much wider range. Any move towards regional centres is fraught with this problem.

21 Professionalisation of sectors of management education, whether delineated by subject, functional area, or level of work, can easily lead to a divergence of activities and a fragmentation of subjects leading to defensive rigidities among teachers in narrowing areas. The types of organisation used in centres can check or accelerate this tendency. As will be argued later a key feature of in-service training should be the

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broadening and integration of staffs. This will be hindered if organisational forms, however traditional in academic institutions, encourage a narrow professionalism.

22 The attitude of the staff members is related both to their perception of their own interests in terms of their current institution and to the extent to which they identify themselves with management education as a profession and a career, as opposed to a traditional approach to subject specialisation, whether applied to traditional or to new 'subjects'.

23 Against this background the problem of teacher supply is no longer therefore only a question of the training and development of existing staff. Indeed many existing teachers may become inappropriate for the new pattern of work that is evolving. It is no solution to relegate them to less advanced work, eg supervisory training, at the very time when this, in its turn, is in need of precisely the same rethinking.

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6 The changing roles of management teachers

24 Any centre which offers a comprehensive course requires staff who can contribute the main disciplines relevant to mangement studies and who can perform the various organisational and integrative roles appropriate to such a course. Few centres confine their activities to a single programme and the combination of a variety of subject inputs and operational requirements creates a complex situation. In this section we examine first the trends in subject matter and second the roles which we see staff performing in the larger centres.

Inter-disciplinary programmes

25 The inter-disciplinary nature of the operation is appreciated as soon as one examines the published programmes of centres. In addition to the major disciplines outlined below, particular centres may develop special competence in specific management techniques, in functional areas of management or in providing information on procedures and practices. Most of the argument in this report is concerned with the broader inter-disciplinary programme. However, it must be recognised that throughout the further education field there is a heavy demand for what are information-giving activities for managers. The teachers so engaged, provided that they have had some guidance or training in how to instruct and are afforded opportunities for updating, are a particular group to whom much of this section does not apply, unless they, or their institution, seek a change in their roles.

26 The Rose report*, in its analysis of the teacher supply position, uses a list of subjects which are set out in the left hand column of table 1. They are a mixture of disciplines, or sections of disciplines, of functional areas and what can only be described as new subject clusters. The Rose report list is then compared with the titles used at a business school and a university centre in which these groupings have evolved into new ones and led to some new offshoots.

Table 1

Rose report	School A	School B
Economics	Analysis of the business environment	Managerial economics and finance
Behavioural sciences	Organisational behaviour Management development	Enterprises as a social institution Comparative management
Mathematics, statistics and operational research	Information for management	Operations analysis
Production		Theory and practice of control
Finance and accounting		
Marketing		Marketing
Business policy	Strategy and techniques for change	Business policy
Other special topics		Manpower studies

**Management Education in the 1970s–Growth and Issues* by Professor H B Rose HMSO 1970

The teacher's various roles

27 The essence of the matter is that ambitious inter-disciplinary programmes have been launched using staff for whom this is nearly always a new experience. It is essential to recognise that a number of teaching roles are involved, each having its own appropriate methods of learning with which the staff member may not yet be familiar:

i The presentation of knowledge and information. Students have to learn how to use accounting and statistics and come to grips with concepts in economics and sociology

ii Intellectual problem-solving in which there are questions of identifying problems and of interpreting complex data. Some case studies and workshop exercises may be used here

iii The solution of practical/technical problems involving plant and materials, again involving the use of numerical data

iv Social problem solving. This may involve not only specific training experiences, but also the use of the whole course as an opportunity for observation and experiment

v The formation and change of attitudes, for example in relation to the business environment and to organisational change.

28 The point to be made is that these issues can arise in almost any part of the subject matter and call for the exercise of skills by the tutor. They are not confined to subject compartments or to the so-called 'integrative' sections of the programme. It is true that as the role of the teacher expands into a co-ordinative one as described in the next paragraph, the emphasis on the later items in the list increases, but the teacher on a broad management programme cannot escape involvement in the first four levels.

How the teacher's role changes

29 The first change of role is when this subject area specialist begins to link up with adjacent specialists in subject clusters which may be related to particular areas of application. Thus an accountant and a statistician may combine in programmes in quantitive methods, in analytical and control techniques, or in management information studies.

30 The next step is where the teacher becomes involved in the conduct and planning of a particular course where his function is that of a course tutor. He now becomes responsible for the co-ordination in some measure of the content of a course much of which will lie outside his own initial discipline or the cluster of subjects to which he has moved. At a further stage, there is the course director, who is responsible not only for the presentation for a course but for the whole strategy of that programme, the selection of the variety of learning situations to be associated with it and the general organisation of the programme. This role may be combined with that of a course administrator who is primarily concerned with ensuring that supporting facilities and arrangements are appropriate. Such a role assumes very considerable importance in post-experience courses where students are particularly sensitive to administrative arrangements. This administrative role can be delegated to a suitable non-academic administrative assistant, but the absence of supporting staff may preclude this. Finally there are those who are concerned with the overall strategy of particular centres and who are concerned with the direction of a variety of programmes and other activities.

The variety of learning situations

31 In all this, not only may an individual have

several – indeed sometimes all – of these roles, but he performs them by a very wide range of methods involving a variety of learning situations. At one extreme there is the formal lecture: at the other there is project-based learning, whether the project is internal to the course or a field study, possibly as a research element in a programme. The staff member has therefore, to be able not only to present his own subject contribution, but also to link up with his colleagues in a much more complex educational process.

32 It has so far been assumed that as the person is recruited on the basis of qualifications in a given subject his academic or professional training is in itself sufficient. Yet one of the problems may be that he has been recruited on an insufficiently broad base or that some of the subject clusters that are required are such that they have hitherto not been available in formal programmes in universities and colleges. At the outset therefore, there is a problem of the basic academic background of participants and a need to extend that of most entrants. To this might be added the general problem of updating, both now and in the future.

33 It is not sufficient that management teachers be conversant with teaching techniques. They must be aware of learning processes so that their students can be enabled to make their fullest contribution to courses and above all to learn from their own experience. The stress on research methods, whatever their sophistication or lack of it, underlies the repeated advocacy of project-based learning. Indeed it may be questionable how far present research activities give sufficient emphasis to developing relatively simple research methods which may be appropriate to management activities.

The non-teaching roles

34 Given the variety of roles to be performed by the management teacher in what might be broadly regarded as teaching situations, it must be recognised that he will also be involved in other capacities. He is often a consultant in training methods and learning situations, as well as in his subject area. To his students he must be a constantly available tutor and adviser; he must also be a member of the university or college community with an appropriate emphasis on his research activity.

Conclusion

35 However, the majority of management teachers do not have to meet the full requirements of this paragon. Their tasks are more restricted at any one time and many of them will have very specialised interests and roles. Nevertheless, it is important to distinguish the roles that do exist, the pattern of development that is seen to be merging and to emphasise the need for integrative teachers who are the scarcest resources in management teaching today. There is also clearly a need to investigate further the particular priorities that should be given in the development of the management teaching roles at the different types of institutions. (See paras 4–12).

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7 Present recruitment, training and development

36 At present, most staff are appointed either as subject specialists or on account of their knowledge and experience of an aspect of management. Only a tiny minority have undergone postgraduate, inter-disciplinary studies of the type represented by master's degrees or American doctorates in business. In very few cases are staff appointed as experts in the learning process, in the strategy of management education or in field research and training in management. A clear distinction is therefore essential between current practice, discussed in this section, and desirable future practice, to which the next section is devoted.

37 Current inputs into management teaching come from four main sources, each having its own distinct contribution and deficiencies, and each being used more by one section of management education than the others. These inputs also occur at several points in the age/salary structure in different institutions and are:

The 'academic'
The 'practising manager'
The 'techniques man'
The 'business postgraduate'.

Many individual teachers however combine different blends of experience with an academic or professional background.

38 The *academic* brings knowledge and training in a basic discipline, having limited or superficial knowledge of business practice and problems. His powers of analysis and abstraction have to be set against a lack of an inter-disciplinary conceptual approach. His training in model-building in a single discipline may confine his studies to unreal problems which provide no illumination of real and complex business situations. His entry into management education is often after many years in an established discipline. This group accounts for a substantial proportion of present teachers in many institutions and particularly in the universities. While transfer is still the main point of entry, there is also entry through postgraduate research sometimes combined with a very limited period of experience. This route is now being used more than hitherto. The main reservations in relation to academic teachers are their limited experience in business and a tendency to academic narrowness.

39 The *practising manager* is recruited partly to give an air of 'reality' and partly to draw upon his knowledge of a function or aspect of management. In the majority of cases he is brought in at a higher age because of the stress on experience. His empiricism and pragmatism need to be distilled, dissected and categorised in order to be put to work in management education. This he often cannot do. Knowledge of the 'how' of the situation is usually good in this group, but the 'why' of the situation tends to be either overlooked or dealt with superficially. There are often shortcomings in teaching techniques and in appreciation of the learning situation.

Teachers with this background are concentrated in the polytechnics and colleges of further education and in training centres within industry; they play only a minor part in universities where a few are recruited after say 5–10 years experience, and on the strength of academic qualifications. These include that tiny minority recruited by certain universities as Teaching Fellows, usually at around 30 years of age. For them there may be the opportunity for planned development including a combination of teaching experience with further study to at least master's degree level.

40 The *techniques man* is also recruited from commerce and industry. Almost always narrowly based, but with good practical experience he holds appropriate professional qualifications, eg in advertising or work study. The key problem here is the need for breadth of outlook. Teaching of techniques will continue to be essential and important, but the level of teaching must transcend mere instruction. Compartmentalism based upon insufficient appreciation of the problems of the business environment and organisation, together with a narrowly conceived functionalism is a recognisable feature of too much techniques teaching. Not only do techniques change, but the context in which they are applied also changes rapidly, so that the techniques teacher may, unless he is keeping in close touch with developments in his subject area and with industry, be sharpening obsolescent weapons. The sheer volume of information-giving and instruction in techniques in the polytechnics and the colleges of further education, means that both types of institution have significant problems in this respect.

41 The *business postgraduate* is one who has taken a master's degree in management or business, having a previous background in one of the foregoing three categories. He finds himself faced with teaching involving a multiplicity of objectives in which priority and purpose are ill-defined. He often takes refuge in advancing one area of study such as one of the new subject clusters already referred to in this report. As a result he may make little contribution to developing the thinking of established teachers. He may also fail to pay sufficient attention to developing himself as a member of a teaching team, capable of communicating with fellow teachers and students. Concern for the development of his 'subject' may lead him to emphasise subject research, which is certainly needed, at the expense of exploring 'management learning' which may involve more difficult research problems.

Conclusion

42 The changing scale and pattern of management education is almost certainly going to require greater reliance on the academic and business postgraduate streams, coupled with mid-career transfer from among practising managers and those described as techniques men. The shortcomings of each of the categories is daunting enough and calls for action not only in relation to new recruits, but also in respect of existing staff. There is therefore a major need for in-service training and staff development.

43 The primary need is, however, for intensive study of the complex problems of management through programmes for teachers that are postgraduate in depth and not merely in time. Such study has to involve the integration of disciplines relevant to management and the development of research methods, however crude, that are appropriate to management problems. The master's degree and the new doctoral programmes now being developed at a few leading centres offer opportunities for such study. Further developments on these lines will undoubtedly make a long term contribution to the development of teachers, but the volume involved, together with the question of to what extent it is necessary for all institutions to be manned by graduates of doctoral programmes, must lead to a consideration of other courses for both new recruits and existing teachers.

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8 A future pattern for management teacher development

44 Management centres can only develop successfully if comparable attention is given to the development of their staffs as is accorded to the managers attending their courses. The development of the teachers themselves depends upon not only their acquisition of skills and experience in handling a wide range of learning situations, but also on their enhanced insights into managers' problems and roles and on the continuous updating of their knowledge.

45 It therefore seems likely that the future success of individual centres, and of management education as a whole will depend significantly on the extent to which the best methods and standards of teaching are combined with research and field activities so as to develop both the subject matter and new methods of learning. The emphasis in most cases must lie in the integrated study of management as a whole, as opposed to the development of specific subjects or subject clusters, though research and teaching developments are also needed in them. Thus a convergence of teaching, research and fieldwork is central to the future of management education.

The need for staff development policies

46 The opportunities for teacher development hitherto available have been restricted in scale and scope and new initiatives are needed. The requirement to liberalise so much current management teaching and to make it more analytical calls for a much more creative approach by all concerned. Accordingly all centres have to recognise the tasks to be undertaken and their translation into staff development policies. Such policies must involve all means currently available for improving the quality and, where necessary, changing the outlook of present and future staff. In particular it is important to ensure that:

i Teachers in post update their knowledge

ii Teachers are encouraged to appraise critically teaching methods against a background of learning theory and course objectives against a background of modern concepts of management

iii Institutions accept a measure of responsibility for the development of not only their own staff, but those of other centres that look to them for a lead, or for direct assistance

iv Greater opportunity and new approaches are developed for the training of new teachers, many of whom will bring skills and abilities which require re-orientating and, in many cases, transposing to a rather different foundation.

Longer term teacher training priorities

The expansion of masters' and doctoral programmes

47 Our chosen priority for action for the long term is the expansion of postgraduate work for potential teachers at the level of the two years master's degree at least, and where practicable, the initiation of doctoral programmes of up to three years duration. At the moment the Manchester Business School has launched a doctoral programme to be followed this year by the London Business School. A few other universities also run doctoral programmes and others may attempt similar programmes either on their own or in collaboration with other centres. Any such doctoral programme has to embrace an inter-disciplinary study at master degree level in the three main fields, the behavioural sciences, the handling of numerical data and associated techniques of analysis and the study of the environment including the way in which institutions adapt to changes in it, together with

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a sound grasp of research method demonstrated in individual original research and a study of learning methods appropriate to management education.

Very few existing centres are able to undertake such a course unaided and one method may be joint action either between university centres having complementary strengths in this country or internationally on the lines now being explored by a group of institutions concerned to launch a European doctoral programme.

48 There is, of course, the alternative of enabling more UK students to attend such programmes in the USA, but it is surely appropriate that, with so large a management education programme in prospect, British institutions should be encouraged to develop such doctoral programmes and that there should be finance available to enable students to take such courses, not only immediately after graduation, but more especially after several years experience. The response to the two programmes already announced has been such that there is clear evidence of a significant number of candidates of appropriate calibre and experience provided that adequate financial support is available. A second priority is an increase in the number of teachers with a one year qualification in management studies.

The various types of masters' degrees

49 As the number who could be trained on two year master's and doctoral programmes is bound to be a small fraction of that needed by all the institutions concerned and while such a training is clearly desirable for universities, and for polytechnics with aspirations to running master's degree programmes under CNAA aegis, there remains a wide range of teaching posts for which a one year master's degree would be not only a major advance on present standards, but adequate for future requirements. At present three types of master degree appear to be available; the largely taught general course, the more research-based specialised course in say organisational analysis or operational research and the wholly research-based degree, open only to graduates in appropriate disciplines, eg social sciences, economics, business studies and managerial sciences. The range of these degrees available is now increasing and includes at least one that has been specially designed to meet the needs of teachers, the proposed MA in marketing education at the University of Lancaster.

The problems associated with long postgraduate courses for teachers

50 A medium to long term contribution can therefore come from such courses which range from one to two years in length. If these are to have their full impact, however, four problems have to be overcome:

i The first problem is that of entrance standards in relation to mid-career candidates, the ex-practising managers or ex-techniques teachers. Unless these have appropriate first degree standards, they may be precluded. Consideration has, therefore, to be given to admission criteria for mature candidates and to what preliminary studies may be demanded of candidates for admission, eg Bath University sets a special examination for post experience candidates and offers special seminars in preparation for it

ii The second and closely related problem is that of release and, therefore, the form and duration of a master's degree course is involved. This is a major problem where a two year course is involved and the minimum is usually twelve

months. Many local education authorities already enable staff to attend for up to one year, but very few management teachers have in fact been released. There is a problem not only of financing the person released, but of enabling this work to be maintained. It may be very difficult to release a key man who is yet the one who might benefit most from such an opportunity. Consideration has therefore to be given to the possibility of a 'sandwich' system for such a degree and for part-time courses. Such arrangements may help to overcome the release problem, but only by spreading the programme over a longer period. Colleges already find it possible to release staff for one full academic year and we hope that this can be encouraged by the Department of Education and Science and local education authorities

iii Some staff employed in institutions may have the opportunity of secondment on salary. For others, especially for the person switching in mid-career, a different source of support must be found. Awards will in some cases be available from the Social Science Research Council (SSRC) and the system of Teaching Fellowships initiated by the Foundation for Management Education (FME) is a further model in which centres recruit likely candidates for teaching posts and enable them to study while gaining experience as teachers

iv Where the master's degree course is not primarily for potential teachers then the institution concerned should consider including any potential teachers there may be on internal activities directed at staff development.

51 The pattern so far outlined envisages a rising proportion of teachers entering institutions with or while pursuing a doctoral qualification or at least a master's degree. These two intakes are primarily of interest to the universities, the polytechnics and the leading independent and industrial centres. But there remain a large number of teachers both in post and to be recruited in future for whom the foregoing is neither feasible nor appropriate. It is here that in-service training is so urgently needed.

Proposals for the development of in-service teacher training

52 Major centres must give a lead in developing in-service training. Elements of this are developing in many centres, but these are not always co-ordinated as a part of staff development plans. Such programmes might include seminars and other activities to which they might invite teachers from other centres who are at present studying with them or who are in institutions which draw upon them for teaching assistance.

53 Consideration should be given to the formation of new research and development units at major centres to be concerned with the study of the management education process and with developments in teacher training. Initially at least two such units might be formed, one in a university business school and the other in one of the polytechnics, each with full-time staff. These units might, individually or jointly, initiate some of the workshops, seminars and special programmes which are required as indicated in para 55. They might also sponsor particular experiments or ventures in other institutions.

54 Encouragement should be given to joint ventures by groups of staff having special interests to develop workshops and seminars, drawing upon and catering for personnel from several institutions of different types. Previous experience of this type of activity has been far from happy, and one reason for this was a

combination of inadequate definition of purpose with insufficient commitment from participants. Proposals should be invited as to the areas or topics to be tackled and there is a strong case for enlisting teachers' own associations to assist in such ventures. Bodies such as The Association of Teachers of Management, International University Contact and the European Association of Management Training Centres (EAMTC), might offer a more appropriate aegis than any single institution.

Specific proposals for in-service teacher training

55 In particular, under one or other of the foregoing, provision should be made for a number of activities:

i A three months programme for established teachers to develop an inter-disciplinary awareness, to appreciate modern concepts in management and in management education and a consideration of the changing role of the teacher as outlined in paragraphs 13–35 of this report. Comparable in function to the middle management programmes currently offered by the business schools these would be very intensive 'shock therapy' for existing staffs of several kinds of institutions

ii A range of short courses of up to one month in duration aimed at updating staff in specific areas is needed

iii Workshops are called for in relation to the development of subject areas, including the new groupings or clusters of subjects to which reference has already been made. Among the topics to be considered would be the place of the subject in the development of management education, its likely evolution in terms of subject clusters and the problems of course design and organisation. Attention should be given here to project-based learning activities both within courses and as part of field education activities

iv Resource groups already exist where staff of diverse institutions are exploring common issues. Teachers should be encouraged to develop such groups which might plan a series of advanced seminars on teaching methodology possibly supported or sponsored by one of the proposed centres

v Conferences or seminars are needed from time to time to enable senior directing staff to discuss the strategies of their centres, the particular constraints imposed on the learning situations for which they are responsible and the possibilities of development. Such meetings would be concerned with the content as well as the methodology of centre work. For some senior institutions EAMTC provides a framework for such a development. Another prototype might be the seminar convened in 1966 under the auspices of the Foundation for Management Education.

The value of international exchanges

56 Lastly it is desirable that there should continue to be opportunities for exchange studies with the USA and Western Europe particularly, but not only, when there is a recognised shortage of suitably qualified teachers in a particular area (eg in marketing). This is an important short-term measure and should be extended to enable more schools and colleges to recruit American and European teachers for posts here. Nevertheless, while not in any way diminishing the potential of training abroad, our emphasis throughout this report is upon what management education can do for itself in this country. Then perhaps we will be able to contribute internationally as the second major centre for advanced management study.

9 Costs and finance

Sources of funds in the past

57 Apart from government's activities in the further education sector financial support for teacher training has come mainly from private sources such as the Foundation for Management Education which has sponsored fellowships for studies at US business schools and at UK universities. In addition, the Ford Foundation and FME have financed the doctoral programmes at the London and Manchester Business Schools. These were in the nature of pump-priming activities for the future. However, as already noted in paragraph 16, government policies in relation to the provision of management teachers will be one of the basic determining factors in the successful development of management education in the future.

Government's responsibility in the future

58 It is therefore recommended that government should accept a general responsibility for ensuring that adequate financial resources are available for the training and development of management teachers.

59 In the nature of the system however, funds come from a number of sources – local, national and industrial – and public funds are deployed through different channels, such as the University Grants Committee, the SSRC and the local education authorities. We attach importance to initiatives from the teaching institutions and to the continuing support from others actively concerned with management education. At the same time we see a need for co-ordination to ensure that resources are best used; and in particular we would hope that the proposed Management Studies Board of the SSRC would be ready to play an important part.

Estimates for implementing the recommendations in this report

60 The resources which are needed in terms of the recommendations in this report are difficult to estimate with any precision as the report sets out to be qualitative rather than quantitative. More precise estimates will be made when further research results are available.

61 The following is therefore an attempt to estimate only in rough terms some of the costs of the proposals contained in this report:

i The present number of places available to doctoral students who are planning for a teaching career is far too small. It would therefore seem imperative at least to ensure that such places as there are are filled with people of adequate calibre, and in particular that a sufficient number of awards at an appropriate level (we assess this as at least £1,000 per annum) should be readily available for this purpose through the SSRC. A rough estimate of the total cost would be of the order of £50,000 pa rising to £100,000 over 3–5 years

ii The formation of the two proposed research/development units could be achieved at a cost of around £30,000 pa on the basis that a combined permanent staff for the two units would comprise some 6–8 full time qualified people

iii The costs of meeting the other proposals including the additional operating costs for the units are at this stage difficult to estimate because much will depend on the amount of activity that is generated. As an approach, however, it would seem reasonable to suggest that the sum might be calculated on the basis of a small percentage of the salaries (perhaps say 2½ per cent) of the total number

of teachers involved in management, amounting to perhaps £50,000 pa for teachers in university postgraduate centres and college DMS centres. To this would be added an amount for teachers on undergraduate courses and at colleges which do not offer the DMS and some provision for teachers in independent institutions (this last would not be drawn from public funds)

iv In the subject areas where there is an accepted shortage of UK teachers such as for example in the marketing field, there is clearly a case for continuing to send teachers on appropriate overseas courses. Hitherto the costs of these fellowships have been borne by the FME but this source is no longer available and in terms of the general responsibility of government for the training of teachers there now seems to be a case for the costs of these fellowships to be met from public funds. We believe that at least 10 teachers should study overseas in any one academic year so that the cost at this minimum level might be around £40,000 pa

v As noted in the report many new teachers will be recruited from graduates of the postgraduate management courses; others should be enabled to obtain qualifications of this level whilst teaching. This will call for financial support to enable potential teachers to study and the creation of fellowships to enable more experienced people to enter teaching. At the present time we find it impossible to estimate the cost, since until the results of the LSE survey of teachers become available, we have insufficient information about the number of new teachers that will be required and about the present state of qualification of existing teachers. We suspect however that this basic requirement may be substantial. (The Rose Report estimates that around 300 new teachers will be needed each year to increase the number of full-time teachers, as defined in his report, from 1,300 to around 3,000 by 1980.) This question will be considered more fully in the committee's second report.

62 In summary, an attempt has been made to estimate in rough terms the costs that would be incurred as a consequence of undertaking the proposals outlined in this report. These amount to a total of some £200,000 pa, plus an amount for the support of new teachers on suitable courses. Some of this expenditure is already committed; the balance would seem a comparatively small price to pay for an investment in teachers for the future of management education.

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